

COMMUNICATING ENVIRONMENT IN LITERATURE: DESIGNED CLASS SESSION GUIDES STREAMLINING LITERARY GREENNESS

ABSTRACT

This study determined the literariness of the film, *The Lorax*, presented in environment-related sequences with the aid of cinematic elements; the environmental laws and principles violated by the film's characters based on the issues they caused; the environmental value positions based on the characters' belief statements; and the research participants' modes of actions, reflective of their environmental ethics; which were the bases of the researcher in the designing of session guides, showing the greenness of literature and in consolidating inputs for curricular revision. This study gave its lenses on the concepts in teaching literature reflected and shown in selected sequences in the film; pointed out environmental laws and UNCHE principles violated by "The Lorax" characters based on the environmental issues presented in the students' concepts; identified environmental value positions based on the belief statements of the characters as recalled by the researcher and the research participants; elicited modes of citizen actions as suggested by the research participants, wherefrom the Environmental Ethics for Filipinos of the latter were determined; designed session guides in English Seven (7) showing greenness of literature through "The Lorax"; and devised inputs for curricular revision. The research participants indicated modes of citizen actions which revolve around ecomanagement, consumer action, persuasion, and political; wherefrom their ethical standards were based. These results enabled the researcher to design session guides showing greenness of literature.

Keywords: *The Lorax, Literariness, Class Session Guides, Environmental Issues, Environmental Ethics*

I. INTRODUCTION

Throughout the years, the environment has been overly used by mankind beyond its regeneration rate. Natural cycles of environmental resources have been disturbed by innovative interventions to pressure the environment to produce more than what it can offer to the extent of incapacitating it from its natural full recovery. Hence, human exploitation has caused the environment to lose its Eden-like features.

As regards environmental laws, only the Philippine environmental laws were considered, in particular, the republic acts, the presidential decrees, and the acts. Details on corresponding penal provisions and punishments were no longer mused. The environmental issues included in the discussion were primarily based on the issue-items as cited by the research participants. The UNCHE principles were used as the basis in identifying the environmental principles violated by the characters.

The belief statements included in the interpretation of the data were only those statements which can aligned in any of the categories, tailored by Harold Hungerford, *et.al*, in the discussion guide which they prepared for UNESCO Seminars on Environmental Education. These environmental value positions included: aesthetic, cultural, ecological,

economic, educational, egocentric, ethical/moral, health, legal, political, recreational, religious, scientific, and social.

Environment losses have been affecting the depth and circumference of the world. To combat this global concern, the United Nations (UN), through its brain-child initiative, the 1972 Stockholm Conference on the Human Environment, established the United Nations Environment Programme (UNEP) which primarily aims to provide a basis for comprehensive consideration and coordinated action within the UN system to counter environment problems.

However, despite the massive efforts on environmentalism, application is lacking and this can be redound to educational application. The R.A. 9512, the National Environmental Awareness Act mandates the Department of Education (DepEd) and the Commission on Higher Education (CHED) to integrate environmental education in their curriculum. However, as observed by the researcher in the University of Eastern Philippines (UEP), the infusion of green education is not reflected in curricular subjects like English language and literature. Though not reflected in the syllabi, there are literature teachers in the College of Arts and Communication, UEP University College, who would incorporate environmental topics in few selections like 'Riders to the Sea'.

In the study conducted to audit the green education in the UEP in 2013, it was found out that the integration of environmental education was only "emerging" in the College of Education (COED) – University Laboratory High School (Ogoc, 2013). To answer the current environmental problem on climate change, during the 160th Academic Council of the UEP, there was a motion raised for the inclusion of a three-unit subject on Ecology as a preparatory course in Environment Engineering (UEP, 2011).

With the implementation of the kindergarten to Grade 12 (K-12) curriculum, the DepEd adheres to the idea of having environmental education introduced in the first-grade level of the Junior High School. It is to this context that the researcher finds an opportunity to reinforce environmental education by greening a literature lesson among Grade Seven (7) students at the UEP University Laboratory High School (ULHS) Science Curriculum.

Environmental education at the school level is a long-term investment, which will bear fruit when a child attains a position of authority and is thus able to use his/her knowledge. With 10 plus (+) five (5) years of school and college education, and another 20 years before the child can achieve decision-making status, a full 40-45 years would have passed. By then it will be too late to save the environment (P. Panth, 2005).

The DepEd's K-12 Basic Education Curriculum popularizes the alignment of language and literacy domains in five (5) sub-strands, namely, listening, speaking, reading, writing, and viewing. With the addition of the latter, the DepEd now promotes the idea of multiliteracies, which recognize that there are many kinds of literacy at work within the society. These include traditional literacy practices using texts as well as new literacy practices using texts of popular culture such as films. Hence, this study attempted to green literature through the film, "The Lorax".

As a classroom teacher, the researcher finds literature instrumental in infusing green education not as a highly technical and scientific agenda but as a carrier of information to awaken the learners about the current whereabouts of the environment and of inspiration to accelerate their initiatives to preserve the nature for themselves and for the future generations.

An environment-inspired poem, “The World is Too Much with Us” can be used to introduce green education.

As a millennium educator, the researcher believes that introducing green education can be his greatest contribution in strengthening the universal and the Philippine policy in envisioning an environmentally literate and proactive citizenry imbued with a sense of responsibility to care for, to protect, and to enhance environmental quality conducive to their well-being; supportive of the nation’s economic development; and united with the country’s pursuit of peace, social justice, and equity in the use of natural resources.

Since the literariness of the film “The Lorax” was the heart and soul in this study and not the film itself as a mass medium/communication material, the level of effectiveness of the cinematic elements on the eye-view of the respondents were no longer correlated and or examined. The animated film was treated as a literary medium, hence, the rhetorical devices and suprasegmental elements of the film were neither described nor interpreted.

This study provides opportunities for achieving the goal of environmental education. Hence, its significant inputs will guide the curriculum planners in their future curriculum revisions towards a holistically sustained and environment-compliant curriculum pledging to the mandate of R.A. 9512. The session guides prepared the inputs to curricular revisions as enumerated by the researcher were based on the findings of the study.

II. METHODOLOGY

The study used a Kilgore lesson plan and two (2) session guides. The first session was an hour discussion of William Wordsworth’s “The World is Too Much with Us”. The objectives of the session are as follows: (1) cognitive domain, identify the figures of speech embodied in the poem, unlock uncommon words for vocabulary building, identify the theme, point of view, and tone of the poem, and name some environmental issues subtly mentioned in the poem; (2) affective domain, appreciate the beauty of living in the world where there is balance of nature and instill significant values in caring for and loving the nature; and (3) psychomotor domain, propose interventions to counter the identified environmental issues. The routinary greetings of the teacher to the students will be the lead-off of the lesson proper.

A review on the previous lesson on Literacy Appreciation Skills: The Poem, where the teacher asked three (3) questions which were positively responded by the research participants. As regards motivation, the research participants silently and critically listen to a three-minute environment-themed music video to be played by the teacher. After this, while the students attentively listen, the teacher briefly elucidated what the children can do to care for and love the environment.

Using power point presentation, the teacher introduced William Wordsworth’s “The World is Too Much with Us”. In the discussion phase, the teacher was guided with five (5) statements, specifically, (1) the thematic message of the poem; (2) the lines from the poem and the figurative language embodied; (3) the vocabulary building through the uncommon words used in the poem; (4) the point of view and tone of the poem; and (5) the environment-related messages of the poem.

For the evaluation, while the students' eyes were closed, they attentively listen to the song, "Colors of the Wind". Then, the students identified the contemporary pressing-most issues and proposed parallel interventions. Before the end of the class, the teacher instructed the learners to photocopy related readings on environmental principles, Philippine environmental laws, and environmental ethics for Filipinos. Instructional materials for this session included laptop, LCD projectors, speaker, and music player.

The second session was also slated for an hour. It was intended for the film viewing of the anime environment-themed film "The Lorax". It kicked off with the teacher's overview of the film, to be followed by the briefing, the film viewing proper, and the giving of the take-home assignment. Since the class was only good for an hour, the said film viewing was done during the vacant hours of the research participants. The film viewing was closely monitored by the researcher by having it done at the research participants' permanent classroom. After the 86-minute film viewing, the students have identified the environmental issues exemplified in the film; watched the film critically; and took down notes on significant characters, lines, events, and the like from the film. To achieve these objectives, the researcher utilized the LCD TV, speaker, "The Lorax" VCD, notepads, and marker.

The third session was an hour meet-up devoted to the discussion of the film "The Lorax". Before coming to class, the researcher already prepares sufficient copies of the selected passages/lines from "The Lorax" film for students to easily grasp or learn environmental issues. During the class proper, the researcher reviewed the students on "The Lorax". Then, using the *completing the picture* as the lead technique and the *quote unquote* as the supporting, the research participants received copies of the passages/lines chosen. They were asked to read and note down any question they would like to ask of other research participants (who have different passages/lines). After about eight (8) to 10 minutes, the teacher asked each student to pair with another student who has been working on a different/passage line. Together, they exchanged questions, and, where possible, answered. After this, the teacher formally discussed "The Lorax" film. The students called out questions which were not yet resolved. On one hand, the teacher asked further questions and facilitated discussions.

To ensure the authenticity of the results, the third session was videotaped and recorded for the transcription of students' oral responses. For the smooth flow of the discussion, the researcher prepared 10 guide questions. While some of the questions were researcher's-made some others were taken and/or adapted from the UNC-Chapel Hill's Environmental Resource Program and the American Forest Foundation through the Project Learning Tree's "PreK-8 Environmental Education Activity Guide".

Data Analysis

Analysis of data was done based on the sequence of objectives rostered in the introduction. The videotaped/recorded class discussions were transcribed and along with the students' written outputs were analyzed. The researcher determined the literary concepts embodied in selected environment-related sequences of the film with the aid of cinematic elements, actor/acting, cinematography, dialogue, music, production design, sound effects, and special effects.

The elicited research participants' concepts on environmental issues enabled the researcher to identify the Philippine environmental laws and UN Conference on the Human Environment environmental principles violated by the characters in "The Lorax". Based on

the characters' quotable quotes (belief statements) as recalled by the research participants, the researcher was able to describe and interpret the environmental value positions. To enrich the substance of the study, the researcher did a separate discussion on the environmental value positions, which the research participants missed to include. The interventions raised by the research participants accorded the researcher to identify their modes of citizen actions, wherefrom, their environmental ethics surfaced, which were appropriately categorized by the researcher based on the Environmental Ethics for Filipinos.

III. RESULTS AND DISCUSSIONS

Table 1 presents the violated Philippine environmental laws and the Declaration of the United Nations Conference on the Human Environment (UNCHE) Principles by "The Lorax" characters based/grounded on the environmental issues reflected in the students' concepts.

It can be deduced from the table that from the 20 Philippine environmental laws, P.D. 705, the Revised Forest Code of the Philippines, turned out to be the top-most violation of the characters in "The Lorax" in a range of five environment-related issues, (1) abusive harvesting system; (2) clear cutting of trees/illegal logging/deforestation; (3) conversion of agriculture land to human habitation; (4) desertification; and (5) land-use management.

It can be inferred from the data that P.D. 705 outnumbered the 19 other Philippine environmental laws since Truffula Valley is in itself once a forest land which later transformed into a wasteland due to the greed and self-centered ambitions of the Young Once-ler and his family.

As regards, UNCHE environmental principles, the second principle, "The natural resources of the earth, including the air, water, land, flora and fauna and especially representative samples of natural ecosystems, must be safeguarded for the benefit of present and future generations through careful planning or management, as appropriate", found to be the leading principle violated by "The Lorax" characters.

The finding goes to show that since Truffula Valley used to be a paradise of biodiversity, when the truffula trees were all chopped down, the forest land also suffer from the total loss of wild life species, be it flora and fauna; desertification; and air, land, and water pollution. Together with his family, the Young Once-ler fails to safeguard the richness of the natural system, and more so, deprives the resources from regeneration.

Abusive Harvesting System

The issue on abusive harvesting system was committed by Aunt Grizelda, Brett, Chet, the Once-ler's Mom, Uncle Ubb, and the young Once-ler. These characters cut all the truffula trees, young or old, without due consideration of silvicultural system (process of tending, harvesting, and regenerating a forest) and/or replenishment.

Because of this environmental issue, the characters violated Section 22, Silvicultural and harvesting system, of the Presidential Decree (P.D.) 705, known as the Revised Forestry Code of the Philippines. Specifically the section states,

In any logging operations in production forest within forest lands, the proper silvicultural and harvesting systems that will promote optimum sustained yield shall be practiced.

The Young Once-ler pledges his oath to Lorax that although he will continue to manually harvest the tufts of the truffula trees, he will no longer indulge his self in the cutting of not even a single truffula tree. However, his Mom and Uncle Ubb keep on complaining that due to manual labor they cannot make Thneeds fast enough and so they have to resort to the cutting down of trees. Believing that it could not hurt to chop down trees, the young Once-ler agrees and orders axes and a machine like army of axe hackers for a faster and massive cutting of truffula trees. The use of axes and the motorized army of axe hackers are destructive modes of exploitation since they cause indiscriminate harvesting of minor forest products. Thus, the characters also violated a section-provision of the P.D. 1152, the Philippine Environmental Code, to wit:

xxx banning of destructive modes of exploitation, kaingin making or shifting cultivation, indiscriminate harvesting of minor forest products, the recycling methods of waste materials. (Sec. 31.c Measures for Rational Exploitation of Forest)

As regards, environmental issues, through the issue on abusive harvesting system, the characters of “The Lorax” violated the first, second, and third environmental principles.

Man has the fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations. (Principle 1)

The natural resources of the earth, including the air, water, land, flora and fauna and especially representative samples of natural ecosystems, must be safeguarded for the benefit of present and future generations through careful planning or management, as appropriate. (Principle 2)

The capacity of the earth to produce vital renewable resources must be maintained and, wherever practicable, restored or improved. (Principle 3)

Air Pollution/Commercialized Air

The issue on air pollution was caused by Aunt Grizelda, Brett, Chet, the Delivery Man, the two Marketing guys, Mc Gurk, Mooney, O’Hare, the Once-ler’s Mom, the Townspeople, Uncle Ubb, and the Young Once-ler.

Aunt Grizelda, Brett, Chet, the Once-ler’ Mom, Uncle Ubb, and the Young Once-ler fail to practice proper solid waste disposal. They build a manufacturing industry, with a belt conveyor that transforms the raw truffula tuft into a thneed apparel, which wastes are just thrown at the near-by lake which eventually caused water and air pollution. In addition, the young Once-ler operates levers that cause the factory smokestacks spew smog into the air.

Therefore, the characters violated P.D. 984 which provides the revision of R.A. 3931, commonly known as the pollution control law, and for other purposes.

The construction, installation or operation of any industrial or commercial establishments or any extension or modification thereof or addition thereto, the operation of which would cause an increase in the discharge of waste directly into the water, air and/or land resources of the Philippines or would otherwise alter their physical, chemical or biological properties in any manner not already lawfully authorized. (Sec. 8.3 Prohibitions)

Likewise, the characters go against P.D. 856, the Code on Sanitation.

All wastes incident to the operation of the industrial plant shall be collected, stored, or disposed of in a manner to prevent health hazards, nuisances, and pollution. (Sec. 45.e Sanitary Requirements for Operating an Industrial Establishment)

Since littering, throwing and dumping of waste matters in public places can cause air pollution, the characters, more especially the young Once-ler and his family, also violated R.A. 9003, the Ecological Solid Waste Management Act of 2000.

Littering, throwing, dumping of waste matters in public places, such as roads, sidewalks, canals, esteros or parks and establishment, or causing or permitting the same. (Sec. 48.1)

O'Hare is the executive officer of the Thneedville, the main setting of the story. He owns a company that sells air to townspeople. His goons, Mc Gurk and Mooney, strongly support his business. The Delivery Man, who brings the packed air to houses also contributes to air pollution. The two Marketing guys persuade O'Hare to make use of plastic bottles in the packaging of the air because according to them, their research found that people buy whatever product is packed through it; and because of the self-vested logic that if more plastic bottles are produced the more smog will overcrowd the sky which will prompt more people to buy the product.

Much is expected from O'Hare being the Mayor of Thneedville. Yet, he monopolizes the selling of air without considering the health of his constituents. He also fails to establish an ambient air quality standard. In lieu of fulfilling a selfish dream, the young Once-ler never thinks of the air, too. With this actuation, O'Hare is the prime violator of P.D. 1152, the Philippine Environmental Code.

There shall be established ambient air quality standards which shall prescribe the maximum concentration of air pollutants permissible in the atmosphere consistent with public health, safety, and general welfare. (Sec.3)

Based on this environmental issue, the characters violated the second and the sixth environmental principle.

The discharge of toxic substances or of other substances and the release of heat, in such quantities or concentrations as to exceed the capacity of the environment to render them

harmless, must be halted in order to ensure that serious or irreversible damage is not inflicted upon ecosystems. (Principle 6)

Animal Maltreatment

Aside from being a home to truffula trees, the Thneedville was once a paradise of animals, namely, Melvin (the mule/horse of the young Once-ler), the three humming fish, Lou (the fat Bar-Ba-Loot), Pipsqueak (baby Bar-Ba-Loot), Swomee-swan, and Bill (baby Swomee-san). These equally happy and healthy animals turned sad and sickly as they are maltreated by Aunt Grizelda, Brett, Chet, the Once-ler's Mom, Uncle Ubb, and the Young Once-ler.

When the Young Once-ler family starts to build the RV house, Gil, a forest animal is stuck to the front of the house and screams then it falls to the ground.

Chet grabs one Bar-Ba-Loot and when he hears his Mom calling him, he drops the bear and steps on the fallen Bar-Ba-Loot.

There is one situation in the film where Aunt Grizelda leads the sweeping of the animals away and knocking them out of frame. Together with Young Once-ler other family members, Brett, Chet, the Young Once-ler's Mom, and Uncle Ubb, she scratches, fights, claws, bites, and punches the animals. The family starts twirling the axes and throws them up into the air which hurt the birds and destroy the nests. The smokestacks from the factory that spew smog into the air make the flying Swomee-Swans cough. A massive pipes spews schloppity-schlopp into a humming fish pond. Feathers drop down from above onto the fish, so they look like they have been tar and feathered.

Because of this maltreatment to animals, the characters violated two (2) sections in the R.A. 10631, the Animal Welfare Act of 1998.

It shall be unlawful for any person to torture any animal, to neglect to provide adequate care, sustenance or shelter, or maltreat any animal xxx. (Sec. 6); and, It shall be the duty of every person to protect the natural habitat of the wildlife. The destruction of said habitat shall be considered as a form of cruelty to animals and its preservation is a way of protecting the animals. (Sec. 7)

In addition, the characters also violated the second and the fourth environmental principles, as stated below.

Man has a special responsibility to safeguard and wisely manage the heritage of wildlife and its habitat, which are now gravely imperilled by a combination of adverse factors. (Principle 4)

Clear-cutting of Trees/Illegal Logging/Deforestation

The environmental issue on clear-cutting of trees/ illegal logging/ and deforestation was committed by Aunt Grizelda, Brett, Chet, O'Hare, the Young Once-ler's Mom, Uncle Ubb, and the Young Once-ler.

In the case of O'Hare, he hates real trees. He does not want a real tree to be planted in the new city of Thneedville for it would hamper the sales of his bottled air. Instead, he introduces oak-a-matic, a remote-controlled plastic tree, surrounding the whole city. At one's click, the tree can change into another season, ranging from winter, summer, fall, and disco. It is to this reason that O'Hare violated P.D. 705, Revised Forestry Code of the Philippines.

(c) The establishment of wood-processing plants shall be encouraged and rationalized; (d) The protection, development and rehabilitation of forest lands shall be emphasized so as to ensure their continuity in productive condition. (Sec. 2. Policies);

In the old Thneedville, together with Uncle Ubb, the young Once-ler's Mom persuade the young Once-ler to cut down trees. With his thought in mind that it would never be bad to cut trees, the young Once-ler agrees. Even in the absence of a logging permit, the young Once-ler pushes through with the clear cutting of the forest and leaves not even a single truffula tree. This means that they fail to consider the achievement of an approximate balance between needs and harvest. Aside from holding a business in the forest land, the young Once-ler and his family illegitimately utilize, exploit, and occupy the whole area. Hence, the characters violated of P.D. 705, the Revised Forestry Code of the Philippines.

No person may utilize, exploit, occupy, possess or conduct any activity within any forest land, or establish and operate any wood-processing plant, unless he has been authorized to do so under a license agreement, lease, license, or permit (Sec. 20. License agreement, license, lease or permit,); All measures shall be taken to achieve an approximate balance between growth and harvest or use of forest products in forest lands (Sec. 21. Sustain yield); and

Any person who shall cut, gather, collect, or remove timber or other forest products from any forest land, or timber from alienable and disposable public lands, or from private lands, without any authority under a license agreement, lease, license or permit, shall be guilty of qualified theft xxx (Sec. 68. Cutting, gathering and/or collecting timber or other products without license).

Aunt Grizelda, Brett, Chet, and Uncle Ubb even make use of axes of various sizes. On this issue, the characters violated R.A. 1975, the Chainsaw Act of 2002.

Any person who is found to be in possession of a chainsaw and uses the same to cut trees and timber in forest land or elsewhere except as authorized by the Department shall be penalized (Sec. 7.4. Actual unlawful use of chainsaw).

The selfish desire of the Young Once-ler to make his business big. He constructs a big factory-building for the manufacturing of the Thneed apparel-materials. The said construction leads to the deterioration, impairment and depletion of the forest resources. Thus, there is a violation in P.D. 705, to wit:

All measures shall be taken to protect the forest resources from deterioration, impairment and depletion (Sec. 37. Protection of all resources)

For ease of mobility both for the cutting of truffula trees, the transport of the products, and in favour of his brand new limousine, the young Once-ler builds roads which directed to extreme-clear cutting of the truffula-forest land that eventually cause too much damage to the forest. Such act is a violation of P.D. 705,

Roads and other infrastructure in forest lands shall be constructed with the least impairment to the resource values thereof (Sec. 49. Roads and other infrastructure); There shall be indiscriminate construction of logging roads. Such roads shall be strategically located and their widths regulated so as to minimize clear-cutting, unnecessary damage or injury to healthy residuals, and erosion. Their construction must not only serve the transportation need of the logger but, most importantly, the requirement to save as many healthy residuals as possible during cutting and hauling operations (Sec. 50. Logging roads); and

To make the cutting of the truffula trees fast and easy, the young Once-ler decides to use unauthorized motor-equipment and huge machine which looks like an army of axe hacker. He too mutilates, defaces, and destroys objects of natural beauty. With this act, he violated R.A. 7586, or the National Integrated Protected Areas System Act of 2002.

(c) Use of any motorized equipment without a permit from the Management Board; and (d) Mutilating, defacing or destroying objects of natural beauty xxx. (Sec. 20. Prohibited Acts).

With this environmental issue, the characters violated the second, the third, and the fourth environmental principles.

The capacity of the earth to produce vital renewable resources must be maintained and, wherever practicable, restored and improved. (Principle 3).

Contamination of Water/Water Pollution

Aside from the truffula trees, there is also a lake, which is a home to special aqua species like the humming fish. The body of water used to be crystal-blue. But it turns dark and polluted due to the waste from the Young Once-ler's Thneedville factory. This mismanagement of the solid waste caused contamination and/or water pollution.

Aunt Grizelda, Brett, Chat, O'Hare, the Once-ler's Mom, Uncle Ubb, and the young Once-ler trigger the above-mentioned issue. The latter is in violation to three (3) of the Philippine environmental laws. One law violation is the Chapter VII, Sec. 45.e. Sanitary requirements for operating an industrial establishment of P.D. 856, the Code on Sanitation.

Both O'Hare and the young Once-ler fail to secure a permit from the authority for the discharge of all industrial wastes and other wastes that cause pollution. Even the townspeople are not informed as to where the chemicals and waste go. In connection, both O'Hare and the young Once-ler violated the Sec. 8.3 Prohibitions of the P.D. 984, the Pollution Control Law. Apart from this, the characters also violated P.D. 1152, the Philippine Environmental Code. The characters should not cause any harm to the body of water. And if they originated the pollution, then they have to take the lead of containing, removing, and cleaning up the water.

Sec. 19. Enforcement and Coordination. The production, utilization, storage and distribution of hazardous, toxic and other substances such as radioactive materials, heavy metals, pesticides, fertilizers, and oils, and the disposal, discharge and dumping of untreated wastewater, mine tailings and other substances that may pollute any body of water of the Philippines resulting from normal operations of industries, water-borne sources, and other human activities as well as those resulting from accidental spills xxx; and Sec. 20. Clean-up Operations. It shall be the responsibility of the polluter to contain, remove and clean up water pollution incidents at his own expense. xxx.

In whichever sense, dumping of waste into the water is strictly prohibited.

The dumping or disposal of solid wastes into the sea and any body of water in the Philippines, including shorelines and river banks, where these wastes are likely to be washed into the water is prohibited. (Sec. 49. Dumping into the sea and other navigable waters)

Apart from the three (3) laws, this issue also violated the second, sixth, and seventh environmental principles.

States shall take all possible steps to prevent pollution of the seas by substances that are liable to create hazards to human health, to harm living resources and marine life, to damage amenities or to interfere with other legitimate uses of the sea. (Principle 7).

Conversion of Agriculture Land to Human Habitation

When the young Once-ler finds out that the thneed that he has been looking for is widely available in the Old Thneedville, he immediately plans to settle in the area. He builds his portable house. As he introduces one apparel item, made of truffula tufts in the buying market, which becomes a number one need of the townspeople, he convinces his family, Aunt Grizelda, Brett, Chet, his mom, and Uncle Ubb to live with him and start a family

business. To accommodate his family, he builds another house which is bigger and taller than his house. Hence, the characters mentioned habituated the whole area and caused the conversion of the agricultural land to human habitation.

Due to this environmental issue, the characters violated two (2) Philippine environmental laws. One of the latter is R.A. 7586, the National Integrated Protected Areas System Act of 1992. This law discloses the criminal liability of the characters since they constructed and maintained a structure and business enterprise in the absence of a permit.

Constructing or maintaining any kind of structure, fence or enclosures, conducting any business enterprise without a permit. (Sec. 20.g. Prohibited acts).

In the same manner, due to lack of preventing and protecting measures while occupying the forest land, the characters also violated P.D. 705, the Revised Forestry Code of the Philippines.

Forest occupancy shall henceforth be managed. Occupants shall undertake measures to prevent and protect forest resources. Any occupancy in forest land which will result in sedimentation, erosion, reduction in wateryield and impairment of other resources to the detriment of community and public interest shall not be allowed. (Sec. 51. Management of occupancy in forest lands).

Aside from the laws cited, the characters also violated two (2) environmental principles, specifically, the second, and the fifteenth.

Planning must be applied to human settlements and urbanization with a view to avoiding adverse effects on the environmental benefits for all. (Principle 15).

Desertification

For the sake of fulfilling his dream in becoming rich, the young Once-ler, together with Aunt Grezilda, Brett, Chet, his mom, and Uncle Ubb, he cuts all the truffula trees and leaves nothing. He also builds two (2) houses and an industrial company, which waste results to desertification of the once fertilized forest land.

Similarly, O'Hare, as the most powerful figure in the city of the New Thneedville, implements a "No to Real Tree" policy. So all the trees or even the grass land in the city are all plastic and fake.

Thus, the young Once-ler's family and O'Hare caused desertification in the old Thneedville, wherefrom, they violated two (2) Philippine environmental laws. One of these laws is P.D. 705, the Revised Forestry Code of the Philippines.

All measures shall be taken to protect the forest resources from destruction, impairment and depletion. (Chapter III. Utilization

and Management. D. Forest Protection. Sec. 37. Protection for all resources).

Although not directly, but the continued dumping of the factory's waste into the forest land, the young Once-ler's family also violated R.A. 7586, the National Integrated Protected Areas System Act of 1992.

Dumping of any waste products detrimental to the protected area, or to plants and animals or inhabitants therein. (Sec. 20. Prohibited acts).

Because of the environmental issue on desertification, the characters in "The Lorax" also violated the fourth environmental principle.
Endangered species/Loss of Wildlife

In the New Thneedville, because of the greedy and selfish O'Hare, with the all-out support of Mc Gurk and Mooney, the townspeople never have the chance to see real natural species. Even the bees are battery-operated, the bodies of water, i.e. seas and rivers are all man-made. Hence, there is total loss of wildlife in the city.

Correspondingly, in favour of the biggerring Thneed industry of the young Once-ler, together with his family, he cuts all the trees and leaves nothing not even the wild flowers. In this regard, he and his family violated the Act 3893, the Protection of Wild Flowers, which states,

xxx it shall be unlawful for any person in the Philippine Islands to collect, kill, mutilate xxx any protected flowering plant, fern, orchid, lycopod or club moss or other wild plants in the Philippines. (Sec. 1.)

Since no single truffula tree is left, the whole area threatens the life of the animals as their habitat is totally ruined. Nothing can be seen other than stumps. The nests of laying Swomeens are destroyed even before the last truffula tree was cut as Once-ler's family keep on throwing their big axes up to the air. The massive spewing of pipe weaken the humming fish, the smogulous smoke cause cough to Swomee-swans. These unecological practices infertilize the multiplicity of the species. These situations prompts Lorax, the guardian of the forest, to instruct all the animals to march and eventually leave the place. To its dismay, even Melvin, the mule/horse of the young Once-ler, joins the massive crowd the vacating animals. With his family, the young Once-ler is found guilty of P.D. 1152, the Philippine Environmental Code.

Conserving the threatened species of fauna, increasing their rate of reproduction, maintaining their original habitat, habitat manipulation, determining xxx. (Sec. 29.c Measures for rational exploitation).

In relation to P.D. 1152, the young Once-ler and his family also deregulated the marketing of threatened truffula resources. They continuously cut all of its number using destructive super axe hackers and motorized equipment and fail to allow the species to regenerate. Therefore, they violated the hereunder section.

(a) regulating the marketing of threatened forest resources; and (c) conserving threatened species of flora as well as increasing their rate of propagation; the banning of destructive modes of exploitation, kaingin making or shifting cultivation xxx. (Sec. 31)

Some characters in the film violated R.A. 9147, the Wildlife Resources Conservation and Protection Act. When for the first time, the young Once-ler arrives at the old Thneedville, he hammers the baby Bar-Ba-Loot, a bear. Brett and Chet keep on throwing a number of Bar-Ba-Loots, too. Aunt Grizelda, the young Once-ler's mom, and Uncle Ubb push for the massive cutting of the truffula trees. Chet and Brett are also responsible of toppling over the stack of Baby Animals only because they are running through the valley while wielding axes. With these destructive actions, they violated the sections as stated below.

Sec. b. inflicting injury which cripples and/or impairs the reproductive system of wildlife species; Sec. c.i. dumping of waste products detrimental to wildlife; Sec. c.iv. burning; Sec. c.v. logging; Sec. f. collecting, hunting or possessing wildlife, their by-products and derivatives; and Sec. g. gathering or destroying of active nests, nest trees, host plants, and the like.

Aside from causing the issue on endangered species/loss of wildlife, the characters also violated the first, second, fourth, and seventh environmental principles.

Lack of Environmental Awareness

As the executive officer in the city of the new Thneedville, it is the sole responsibility of O'Hare to forge and strongly implement an education and public information program which will raise public awareness on comprehensive solid waste. But since O'Hare fails to fulfil this duty, the townspeople lack environmental awareness. Therefore, he violated a section in the R.A. 9003, the Ecological Solid Waste Management Act of 2000.

The education and public information component shall describe how the LGU will educate and inform its citizens about the source reduction, recycling and composting programs. (Sec. 3.i. education and public information)

In the same manner, for causing the lack of environmental issues, O'Hare dishonored the nineteenth environmental principle.

Education in environmental matters, for the younger generation as well as adults, giving due recognition to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises, and communities in protecting and improving the environment in its full dimension. xxx (Principle 19)

Land-use Management

Land-use management is another environmental issue contained in the film “The Lorax”. Characters like Aunt Grizelda, Brett, Chet, Once-ler’s mom, Uncle Ubb, and Once-ler himself caused the issue. They occupy the old Thneedville and leaving it unmanaged. As a matter of fact, they fail to protect the forest resources, instead they steal and destroy all the endemic entities of the area. Hence, they violated P.D. 705, the Revised Forestry Code of the Philippines.

Forest occupancy shall henceforth be managed. Occupants shall undertake measures to prevent and protect resources. xxx (Management of Occupancy in Forest Lands)

Meanwhile, both O’Hare and the young Once-ler’s family cause the imbalance between the nation’s needs and the resources as they fail to prudently use and conserve the land resources. In the case of O’Hare, he has totally destroys the natural environment of the new Thneedville, in favour of his business. Believing that nobody can stop him, the young Once-ler ceases not from cutting truffula trees. Until one day, he realizes that the last truffula tree that was cut would finally stop him, his greed, and his business. As such, they both by-passed P.D. 1152, the Philippine Environmental Code,

To encourage the prudent use and conservation of land resources in order to prevent and imbalance between the nation’s needs and such resources. (Sec. 22.b. Purpose)

The young Once-ler occupies the old Thneedville and later on, starts to construct his own company without securing a permit. Thus, he was in conflict with R.A. 7586, the National Integrated Protected Areas System Act of 1992.

Constructing or maintaining any kind of structure, fence or enclosures, conducting any business enterprise without a permit. (Sec. 20.g. Prohibited acts)

Causing land-use management as an issue leads to the violation of the characters in the second, fourth, and eight environmental principles.

Economic and social development is essential for ensuring a favorable living and working environment for man and for creating conditions on earth that are necessary for the improvement of the quality of life. (Principle 8)

Noise Pollution

Noise pollution is another dominant environmental issue in “The Lorax”. O’Hare, being the most powerful man in the new Thneedville, along with Mc Gurk and Mooney, is one of the greatest contributors of noise pollution. He uses his personalized and/or customized airplane every single day. He does not have permanent landing area. He lands wherever he wants to land. His airplane causes noise that totally disrupts the townspeople.

Along with the young Once-ler, Aunt Grizelda, Brett, Chet, his mom, and Uncle Ubb, also cause noise pollution at the old Thneedville. Obliterating They make use of super axe hackers and motorized equipment in cutting down the truffula trees. Because of these gigantic

cutting machines, along with their busy Thneed factory, they disrupted all the animals living in the area.

Due to these instances, the characters cited violated P. D. 1152, the Philippine Environmental Code.

There shall be established a standard for noise producing equipment such as construction equipment, transportation equipment, stationary engines, and electrical or electronic equipment and such similar equipment or contrivances. The standards shall set a limit on the acceptable level of noise emitted from a given equipment for the protection of public health and welfare, considering among others, the magnitude and condition of use, the degree of noise reduction achievable through the application of best available technology and the cost of compliance. (Sec. 6. Standards for noise-producing equipment)

The issue on noise pollution results to a violation of the characters in the sixth environmental principle.

Recycling Malpractice

The film “The Lorax” also touched on the issue of recycling malpractice.

In the old Thneedville, the young Once-ler, together with Aunt Grizelda, Brett, Chet, his mom, and Uncle Ubb make thneed apparels using unrecyclable packaging. Same means is being held by O’Hare and the two (2) Marketing guys in the new Thneedville. They are involve in the manufacturing and selling of air packed in a plastic bottle. They make use of the plastic bottle to create more smog in the air to prompt the townspeople to religiously patronize their product.

They may earn more than what they expected. However, they are already violating R. A. 9003, the Ecological Solid Waste Management Act of 2000. A particular section specifically dictates,

No person owning, operating or conducting a commercial establishment in the country shall sell or convey at retail or possess with the intent to sell or convey at retail any products that are placed, wrapped or packaged in or on packaging which is not environmentally acceptable packaging. (Sec. 30. Prohibition on the Use of Non-Environmentally Acceptable Packaging)

With the involvement of the characters in the malpractice of recycling, they are at the same time acting against the first, second, third, and twenty-first environmental principles.

Solid Waste Disposal Mismatch

Mismatch of solid waste disposal is one of the most prevalent environmental issues conveyed in the “The Lorax”. as in the case of the new Thneedville, O’Hare, as the

city mayor fails to fulfil the waste management duties bounded to him. He is unable to provide his constituents an orderly system of solid waste operation and a system for a safe and sanitary disposal of waste. As disposed by the townspeople, they are unaware of where their wastes and the chemicals go. Hence, he O'Hare violated P.D. 1152, the Philippine Environmental Code.

*Every waste management program shall include the following:
(a) An orderly system of operation consistent with the needs of the area concerned; (b) a provision that the operation will not create pollution of any kind or will constitute public nuisance; and (c) a system for a safe and sanitary disposal of waste. (Sec. 43. Waste management programs)*

In the same manner, the young Once-ler, together with Aunt Grizelda, Brett, Chet, his mom, and Uncle Ubb, fails to find a location of solid waste disposal that conforms with the existing zoning land use standards. Instead, he resorts to dumping of his factory wastes to the lake. Consequently, he and his family intrude the sections cited below, which are still under P.D. 1152, and the provision and the sixth chapter (Sec. 48.1) of the R.A. 9003, the Ecological Solid Waste Management Act of 2000, mentioned after the latter.

The location of solid waste disposal sites shall conform with existing zoning; land use standards, and pollution control regulations. (Chapter II. Methods of Solid Waste Disposal. Sec. 48. Disposal sites); The dumping or disposal of solid wastes into the sea and any body of water in the Philippines, including shorelines and river banks, where these wastes are likely to be washed into the water is prohibited. xxx (Sec. 49. Dumping into the sea and other navigable waters)

Littering, throwing, dumping of waste matters in public places, such as roads, sidewalks, canals, esteros or parks, and establishment, or causing or permitting the same. (Sec. 48.1 Prohibited acts)

To sum up, "The Lorax", based on the perceptions of the research participants, contains 13 environmental issues, to wit, abusive harvesting system, air pollution/commercialized air, animal maltreatment, clear cutting of trees/ illegal logging/ deforestation, contamination of water/water pollution, conversion of agriculture land to human habitation, desertification, endangered species/loss of wildlife, lack of environmental awareness, land use management, noise pollution, recycling malpractice, and solid waste disposal mismanagement.

Undeniably, "The Lorax" brings an array of environmental issues. This finding shows support on the assertion of Riegerova, through his paper on "Environmental Education in English Lessons" that environmental issues are real and not trivial.

Except for animal treatment, and lack of environmental awareness all other environmental issues are identified in the discussion guide for UNESCO training seminars on environmental education, prepared by Hungerford, *et. al.*

The environmental issues contained in "The Lorax" do not support the seventh (7th) millennium development goal (MDG) of the United Nations (UN) 2015 on environmental

sustainability. These same issues contradict the environment-related UN's 2030 sustainable development goals (SDG), specifically, on clean water and sanitation (6th SDG), sustainable cities and communities (11th SDG), responsible consumption and production (12th SDG), and life on land (15th SDG).

In the same manner, the environmental issues featured in "The Lorax" share the same evidence of man-made harm in many regions of the earth, where there are dangerous levels of pollution in water, air, earth, and living beings; major and undesirable disturbances to the ecological balance of the biosphere; and destruction, and depletion of irreplaceable resources, as proclaimed by the 1972 Stockholm UN Conference on the Human Environment.

Based on the environmental issues in "The Lorax", the characters violated 20 Philippine environmental laws, of which, one (1) is Act, six (6) Presidential Decrees, and 13 Republic Acts.

Along with the Philippine environmental laws, the characters in "The Lorax" also desecrated 12 of the 25 environmental principles stipulated in the Declaration of the UN Conference on the Human Environment.

More than an entertainment material, "The Lorax" is a compendium of informative, educational, and persuasive drives which make greening literature very possible.

UNDER PEER REVIEW

Table 1. Environmental Issues, Laws, and Principles

Character Involved	Environmental Issue	Environmental Law Violated	Environmental Principle Violated
Aunt Grizelda, Brett, Chet, Once-ler's Mom, Uncle Ubb, and Young Once-ler	Abusive Harvesting system	<ul style="list-style-type: none"> ▪ P.D. 705 (Revised Forestry Code of the Philippines) Sec. 22 Silvicultural and harvesting system; and ▪ P.D. 1152 (Philippine Environmental Code) Sec. 29.c Measures for Rational Exploitation; Sec. 31.c Measures for Rational Exploitation of Forest 	Principle 1, 2, 3, and 21
Aunt Grizelda, Brett, Chet, Delivery Man, Marketing Guys, Mc Gurk, Mooney, O'Hare, Once-ler's Mom, Townspeople, Uncle Ubb, and Young Once-ler	Air pollution/commercialized air	<ul style="list-style-type: none"> ▪ P.D. 856 (Code on Sanitation) Sec. 45.a, 45.b, 45.e. Sanitary Requirements for Operating an Industrial Establishment; ▪ P.D. 984 (Pollution Control Law) 8.3 Prohibitions; ▪ P.D. 1152 (Philippine Environmental Code) Sec. 3; and ▪ R.A. 9003 (Ecological Solid Waste Management Act of 2000) Sec. 48.1 Prohibited Acts 	Principle 2 and 6
Aunt Grizelda, Brett, Chet, Once-ler's Mom, Uncle Ubb, and	Animal maltreatment	<ul style="list-style-type: none"> ▪ R.A. 8485/R.A. 10631 (The Animal Welfare Act of 1998) Sec. 1 and Sec. 6 	Principle 2 and 4

Young Once-ler			
Aunt Grizelda, Brett, Chet, O'Hare, Once-ler's Mom, Uncle Ubb, and Young Once-ler	Clear cutting of trees/ illegal logging/ deforestation	<ul style="list-style-type: none"> ▪ P.D. 705 (Revised Forestry Code of the Philippines) Sec. 2.c and 2.d Policies; Sec. 20 License agreement, license, lease or permit and Sec. 21 Sustained yield; Sec. 37 Protection of all Resources; Sec. 49 Roads and other Infrastructure; and Sec. 50 Logging Roads; and Sec. 68; ▪ R.A. 7586 (National Integrated Protected Areas System Act of 1992) Sec. 20.c and 20.d Prohibited Acts; and ▪ R.A. 9175 (Chainsaw Act of 2002), Sec. 7. (4) Actual Unlawful Use of Chainsaw 	Principle 2, 3, and 4
Aunt Grizelda, Brett, Chet, O'Hare, Once-ler's Mom, Uncle Ubb, and Young Once-ler	Contamination of water/non-point water pollution	<ul style="list-style-type: none"> ▪ P.D. 856 (Code on Sanitation) Sec. 45.e. Sanitary Requirements for Operating an Industrial Establishment; ▪ P.D. 984 Sec. 8.3 Prohibitions; and ▪ P.D. 1152 (Philippine Environmental Code) Sec. 19-20; Sec. 49 Dumping into the Sea and Other Navigable Waters 	Principle 2, 6, and 7
Aunt Grizelda, Brett, Chet, Once-ler's Mom, Uncle Ubb, and Young Once-ler	Conversion of agriculture land to human habitation	<ul style="list-style-type: none"> ▪ R.A. 7586 (National Integrated Protected Areas System Act of 1992) Sec. 20.g Prohibited Acts; and ▪ P.D. 705 (Revised Forestry Code of the Philippines) Sec. 51. Management of Occupancy in Forest Lands 	Principle 21
Aunt Grizelda, Brett, Chet, O'Hare, Once-	Desertification	<ul style="list-style-type: none"> ▪ P.D. 705 (Revised Forestry Code of the Philippines) Sec. 37 Protection of all Resources; and ▪ R.A. 7586 (National Integrated Protected Areas System Act of 1992) Sec. 20.b 	Principle 4

ler's Mom, Uncle Ubb, and Young Once- ler		Prohibited Acts	
Aunt Grizelda, Brett, Chet, Mc Gurk, Mooney, O'Hare, Once-ler's Mom, Uncle Ubb, and Young Once- ler	Endangered species/loss of wildlife	<ul style="list-style-type: none"> ▪ Act 3893 (Protection of Wild Flowers) Sec.1; ▪ P.D. 1152 (Philippine Environmental Code) Sec. 29.c Measures for Rational Exploitation; Sec. 31.a and Sec. 31.c Measures for Rational Exploitation of Forest; and ▪ R.A. 9147 (Wildlife Resources Conservation and Protection Act) Sec. b, c, f, and g 	Principle 1, 2, 4, and 7
O'Hare	Lack of Environmental awareness	<ul style="list-style-type: none"> ▪ R.A. 9003 (Ecological Solid Waste Management Act of 2000) Sec.17.f.3.i The Components of the Local Government Solid Waste Management Plan 	Principle 19
Aunt Grizelda, Brett, Chet, O'Hare, Once- ler's Mom, Uncle Ubb, and Young Once- ler	Land-use management	<ul style="list-style-type: none"> ▪ P.D. 705 (Revised Forestry Code of the Philippines) Sec. 51 Management of Occupancy in Forest Lands; ▪ P.D. 1152 (Philippine Environmental Code) Sec. 22.b Purpose; and ▪ R.A. 7586 (National Integrated Protected Areas System Act of 1992) 20.g Prohibited Acts 	Principle 2, 4, and 8
Aunt Grizelda, Brett, Chet, Mc Gurk,	Noise pollution	<ul style="list-style-type: none"> ▪ P.D. 1152 (Philippine Environmental Code) Sec. 6 	Principle 6

Mooney, O'Hare, Once- ler's Mom, Uncle Ubb, and Young Once- ler			
Aunt Grizelda, Brett, Chet, Marketing Guys, O'Hare, Once-ler's Mom, Townspople, Uncle Ubb, and Young Once- ler	Recycling malpractice	<ul style="list-style-type: none"> ▪ R.A. 9003 (Ecological Solid Waste Management Act of 2000) Sec. 30 Prohibition on the Use of Non-Environmentally Acceptable Packaging 	Principle 1, 2, 3, and 21
Aunt Grizelda, Brett, Chet, O'Hare, Once- ler's Mom, Uncle Ubb, and Young Once- ler	Solid waste disposal mismanagement	<ul style="list-style-type: none"> ▪ P.D. 1152 (Philippine Environmental Code) Sec. 43.a – 43.c Waste Management Programs; Sec. 48 Disposal Sites; Sec. 49 Dumping into the Sea and Other Navigable Waters; and ▪ R.A. 9003 (Ecological Solid Waste Management Act of 2000) Sec. 48.1 Prohibited Acts 	Principle 6, 7, 8, and 11

A total of seven (7) commitment-statements were pointed out by the research participants. Below is its complete enumeration.

(1) As a youth representative in the Barangay Level Committee on Environmental Protection; (2) conserving trees and other natural resources; (3) never to be involved in illegal logging activities; (4) never to litter around; (5) in these wonderful days in my life, I will be committed to help, to care, and to protect the environment; (6) I may grow old but I will never stop from actively involving myself in socio-civic organizations which promote ecological balance; and (7) I pledge as a student to be someone you can count on and share whatever ability I have to share wherever and whenever it is needed as long as it can help conserve our environment.

The commitment statements of the research participants are in reverence with the idea of commitment as accentuated in the Environmental Ethics for Filipinos. That in whatever position, be it as ordinary citizens of the Philippines, no one can dissuade them from their pre-environment beliefs nor derail the pursuance of their responsibilities not even for personal gain nor for return of personal favors.

In a nutshell, it can be deduced from the data gathered, that the research participants have a greater number of statements of belief than that of their statements on responsibility and accountability. This means that the participants, considering their very young age bracket, still have a wide range of idealism on the environment. However, it is good to note, that at young age, they posit positive environmental belief statements. Thus, the K-12 program of the Department of Education is indeed on the right track in infusing environmental education in the first-grade level of the Junior High School.

The statements of environmental ethics, an array of belief, intention, responsibility and accountability, and commitment make the aim of environmental education and greening literature complete. The research participants have environmentally knowledgeable and, above all, skilled and dedicated human beings who are wiling to work, individually and collectively, toward achieving and/or maintaining a dynamic equilibrium between the quality of life and quality of the environment.

Inputs to Curricular Enhancement

The whole world today is experiencing various forms of environmental threats, from the world phenomenon, global warming down to local-based solid waste management. To help address the global environmental condition, the United Nations sought to influence governments to steer a course towards environmental protection and conservation sustainable development. The Association of Southeast Asian Nations (ASEAN) envisions a clean and green regional community. It is bounded to foster its citizens become environmentally literate, imbued with environmental ethic, to ignite their willingness and capability to ensure the region's sustainable development, through environment education and public participation efforts.

The Republic of the Philippines, through its National Environmental Education Plan for Sustainable Development (NEEPSD), envisions the archipelagic country to be a homeland of Filipinos, whose majority are imbued with sense of responsibility to care, protect, and enhance environmental quality that is conducive to their well-being and supportive of the nation's economic development. R.A. 9512, the National Environmental Awareness Act of 2008 mandates the Department of Education (DepEd) and the Commission on Higher Education (CHED) to integrate environmental education in their curriculum.

It is to this reason that the researcher finds an opportunity to respond to the unified call of the UN, the ASEAN, the NEEPSD, and the R.A. 9512 state mandate by citing inputs of curricular revision, by greening the curriculum through the integration of environmental education in social sciences courses, particularly in literature and or offering of an elective course in Green Literature.

Greening literature will what help fulfil the universal vision of developing people's awareness, knowledge, and concern of the environment and its diverse values and processes, and learning to use this understanding to preserve, conserve, and utilize the environment in a sustainable manner for the benefit of the present and future generations.

However, in the program matrix for Philippine and World Literatures of the K to 12 Basic Education Curriculum for Senior High School, infusion of environmental education or greenness of literature is not evident. This intensifies the researcher to provide inputs in the revision of the curriculum.

For Philippine literature, green literature can be infused in the selections, "Kapaligiran," "The Legend of Maria Makiling," and "The Great Flood." For an effective delivery of these selections, completing the picture and quote unquote can be used as teaching methodologies/strategies. Student activities can be in the form of role play, debate, or panel discussion.

On the other hand, for World Literature, the infusion of green literature can be made possible on the "Haiku," "Pain," "Poems of William Wordsworth," "Stopping by the Woods on a Snowy Evening," and "Triple Warning." Suggestopedia, audio-visual, and completing the picture can be employed as pedagogies. On the other hand, radio broadcast, infomercials, poster-making, poem writing and recital, and frozen picture can be tasked to learners.

The raw data of this study, specifically, the environmental issues, laws, and principles; environmental position values; modes of actions; and ethical standards can be points for discussion.

The use of films as reinforcement techniques in classroom discussions must also be considered. Its utilization would give justice to the general description of the course, 21st Century Literature from the Philippines and the World, which basically aims to engage students in appreciation and critical study of 21st Century literature from the Philippines and the World encompassing their various dimensions, genres, elements, structures, contexts, and traditions. In addition, the DepEd's K to 12 program adds "viewing" as an addendum

sub-strands alongside listening, speaking, reading, and writing on language and literacy domains.

Lastly, being trained and developed as the would-be pillars of literatures, an elective offering on Green Literature should be put into consideration to students enrolled in curricular programs related to Bachelor of Arts (AB) in Literature and Language Teaching (LLT), Master of Arts in Language and Literature (MALL), and Doctor of Arts in Language and Literature (DALL).

IV. CONCLUSION

“The Lorax” is a cradle of environmental value positions. Aside from the emotional and intellectual appeals that literature leaves to its readers, it also hones the humanistic values of the latter. In this sense, the film is indeed a significant material in nourishing student-viewers with morals and in instilling in them the value of environmental stewardship. Though it is an animated film, primarily produced for children, its embedded values choose no one. The modes of actions of the research participants undock their respective sails for environmentalism. They may be small and young, but they care so much for trees and the entirety of their environment. One goal of environmental education is to forge Filipinos into their greatness, imbued with a sense responsibility to care, protect, and enhance environmental quality. Thus, “The Lorax” is in itself a cinematic ambassador of trees which can build inspiration to a thousand to exemplify the best that they can do for Mother Nature.

The ethical standards of the research participants serve as their guiding principles. Awareness on environmental responsibility can raise consciousness towards a well lived-life, which favors reverence with God and His pristine creations. From the lens of the film, viewers can build their respective statements of belief, which can be their pillars in immortalizing their intention, responsibility and accountability, and commitment.

The findings of this study served as the basis for the researcher-teacher in coming up with session guides in English Seven (7) showing the greenness of literature through “The Lorax”. This entails an impression that more than an entertainment medium, “The Lorax” is also an effective vehicle in informing and educating people on the current state of the environment and in persuading them become responsible torchbearers for the environment.

In the film, Ted, greened the New Thneedville. It is about time for literature teachers to green literature to help their students transform into the new Loraxes.

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